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ABSTRACT

The guide was designed to assist public school personnel in the delivery of educational services to young handicapped children by providing access to information on model programs, increasing knowledge of adopting or adapting educational innovations, suggesting pertinent questions to ask when considering a specific model, and recommending sources that can help in developing programs. Types of model programs are described, including grant programs, the National Diffusion Network, and the Illinois Center for Educational Improvement, among others. Steps in the adoption process are outlined: awareness, matchmaking, joint decision making, training, and institutionalization. A list of 21 suggested questions (such as who is responsible for implementation) to ask about particular models and a list of 20 publications for reference in adapting or adopting a model program are provided. (PHR)

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A Guide To Model Programs In Early Childhood Education For The Handicapped

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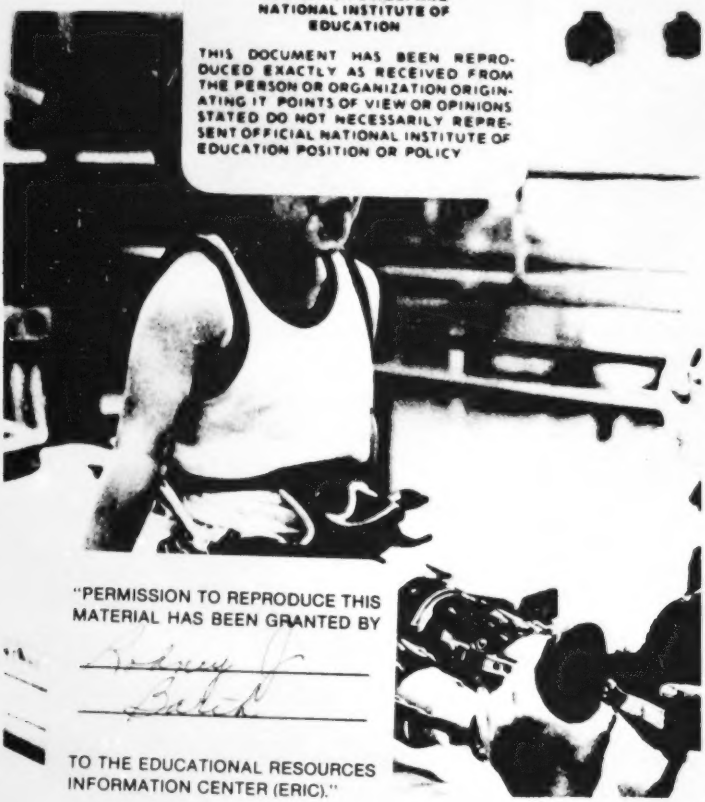

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Department of Specialized Educational Services

Donald F. Muirheid
Chairperson, State
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Joseph M. Cronin
State Superintendent
of Education

A GUIDE FOR ADAPTING OR REPLICATING MODEL PROGRAMS IN EARLY CHILDHOOD EDUCATION FOR THE HANDICAPPED

TATE BOARD OF EDUCATION • ILLINOIS OFFICE OF EDUCATION

DEPARTMENT OF SPECIALIZED EDUCATIONAL SERVICES

DONALD F. MUIRHEID
CHAIRPERSON, STATE
BOARD OF EDUCATION

JOSEPH M. CRONIN
STATE SUPERINTENDENT
OF EDUCATION

Funded by Part D

Education of the Handicapped Act

(Title VI-D, ESEA)

August, 1979

FEB 13 1980

FOREWORD

The Illinois Office of Education is pleased to make available *A Guide for Adapting or Replicating Model Programs in Early Childhood Education for the Handicapped.* The purpose of this booklet is to assist public school personnel and others involved in the delivery of educational and related services to exceptional preschoolers in adapting or adopting innovative model programs or educational practices.

The guide was developed by Carol MacDuffee Marshall, research associate of Sangamon State University's Special Education Training Project. Appreciation is extended to her for time spent in researching the contents and writing the booklet. Thanks go as well to the other members of the Project and to the University Relations publications office staff for their aid in editing and revising the original draft for publication. In addition, the Illinois Office of Education wishes to acknowledge the efforts of Julie Carter and other staff of the Department of Specialized Educational Services who coordinated the development of the booklet. Photos are used through the courtesy of the United Way of Springfield and Sangamon County.

It is anticipated that this guide will serve as a valuable resource in the field of early childhood education for the handicapped and for other areas of education for exceptional children. It is hoped that the booklet will encourage the diffusion of innovative programs and educational techniques throughout Illinois and thus contribute to the quality of education for the young handicapped in our state.

Joseph M. Cronin
State Superintendent of Education

BACKGROUND

In August, 1978, a manual was published which was created to provide additional guidance to those involved in early childhood education for the handicapped. This manual, *Early Childhood Education for the Handicapped: Recommended Procedures and Practices,* was developed for the Illinois Office of Education by a steering committee and task force composed of local superintendents, special education directors, early childhood supervisors and teachers, agency and university personnel, and parents of handicapped preschoolers. The information in the manual provides a basis for beginning or improving an early childhood special education program.

Recognizing that this is not an easy task, the Illinois Office of Education contracted with Sangamon State University's Special Education Training Project to produce this guide to stimulate the adaption or replication of model programs, or program components, in early childhood education for the handicapped. It is hoped that districts can benefit from the experience of the model program developers and avoid many of the difficulties and frustrations often involved in the struggle to create totally new programs. The intent of the model program developers is identical to that of the school districts: to provide the best possible education at the earliest age to young handicapped children and their families.

The purpose of this booklet is to aid public school personnel and others involved in the delivery of educational and related services to young handicapped children by:

- providing access to information concerning model programs,
- increasing knowledge of the processes involved in adopting or adapting educational innovations,
- suggesting pertinent questions to ask when considering a particular model, and
- recommending people who can help in developing the desired program.

EARLY CHILDHOOD EDUCATION FOR THE HANDICAPPED

Early education for three- to five-year-old handicapped children has been required by law in Illinois since 1972. With the passage of Public Law 94-142, the full range of educational services is to be extended to all handicapped children by 1980. Districts are providing preschool education to a younger group of exceptional children than ever before. Many schools face problems with integrating these children into current programs and selecting appropriate curricula for them. Hiring qualified personnel and effectively involving parents, whose role is so vital to the education of the child with special needs, can also be difficult goals to accomplish.

AVAILABLE MODEL PROGRAMS

A wide variety of successfully demonstrated models are available to meet the needs of local school districts and the young exceptional children they serve. Funding can be obtained from both federal and state sources. In addition, demonstration projects which have been endorsed for outreach have funds to help other school districts develop programs based on their models. Assistance in the process of adoption or adaption of the innovation is also provided.

It is not within the scope of this booklet to describe individual model programs. However, the next pages will serve as a guide to the types of programs available and how to gain access to more detailed information about them.

AVAILABLE MODEL PROGRAMS

Grants to the States

The Elementary and Secondary Education Act of 1965 encouraged the development of innovative educational programs of all kinds under Title III. When the amendments to the ESEA were passed in 1974, Public Law 93-380 established Title IV, Part C, increasing levels of state grants for innovative programs. This title is now a source of funds for model programs, some of which are in the area of special education for preschoolers.

In 1975, Public Law 94-142 made a specific commitment to the education of all handicapped children, emphasizing services from birth. The amount of support earmarked for programs funded by the Handicapped Children's Early Education Program was substantially raised and massive grants were made to the states to initiate, expand, and improve programs in special education.

Program Services Teams

In the State of Illinois, groups of educational consultants, called Program Services Teams, are located in five areas of the state to provide services to local school districts. Program Services Team members have a high level of expertise in a variety of the aspects of education and related areas and can serve as brokers for model programs authorized under either of the above laws, to aid in their

adaption or replication. They will provide expert consultation, technical assistance, and other needed services or will help negotiate for services or funding from any available source. Program Services Team members are continually updating their knowledge and skills through ongoing in-service training programs and intensive workshops. Training sessions in the field of early childhood special education have been made possible in May of 1979 by funds from Title VI, Part D of ESEA. These sessions will not only provide the latest information on model programs in this area but will increase the number of personnel who can provide training to others.

The Program Services Teams are a key force in the spread of innovative model programs and educational practices. Districts interested in adopting or adapting model programs in the area of early childhood education for the handicapped in order to establish or improve their educational services to exceptional preschoolers and their families should contact the Program Services Team in their area.

Chicago Program Services Team
188 West Randolph
Chicago, Illinois 60601
312/793-5560

Jean Donahue, Manager
Linda Vass, Assistant Manager

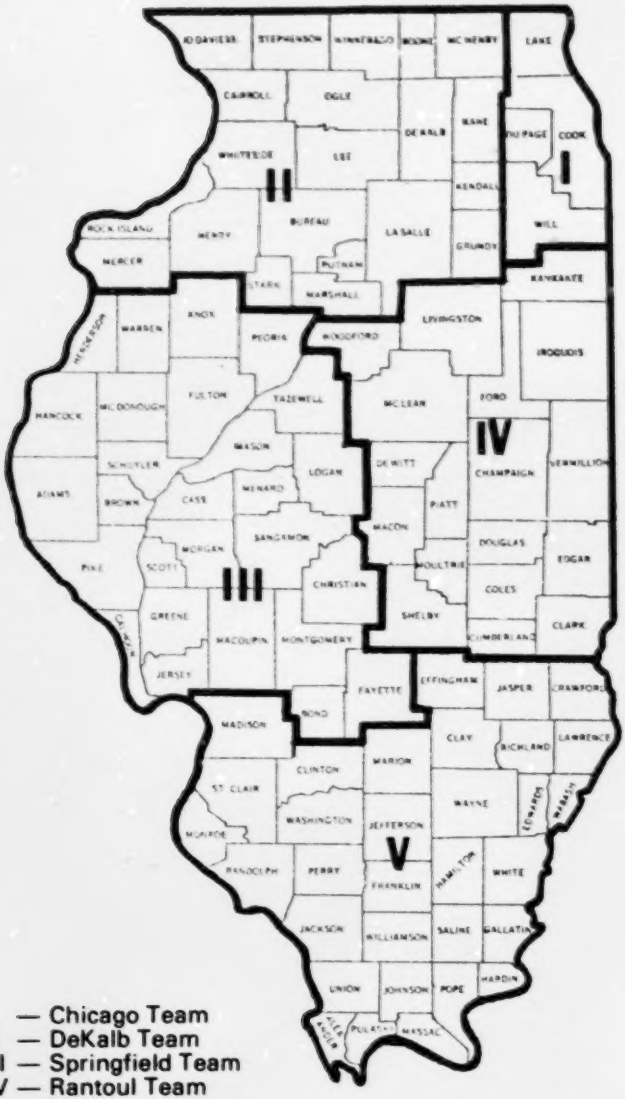
De Kalb Program Services Team
Northern Illinois University
Graham Hall, Room 424
De Kalb, Illinois 60115
815/753-0261

John G. Stoudt, Director
Sue Kurtz, Consultant

Springfield Program Services Team
100 North First Street
Springfield, Illinois 62777
217/782-5696

Nan Spalding, Manager
Jack Robertson, Assistant Manager

THE PROGRAM SERVICES TEAMS



Region I — Chicago Team
Region II — DeKalb Team
Region III — Springfield Team
Region IV — Rantoul Team
Region V — Mt. Vernon Team

PROGRAM SERVICES TEAMS

Rantoul Program Services Team
200 South Fredrick
Rantoul, Illinois 61866
217/333-6770
Jerry Foster, Director
James Rowe, Assistant Director
Jeanie VanSickle,
Special Education Liaison

Mt. Vernon Program Services Team

State Office Building
601 North 18th
Mt. Vernon, Illinois 62864
618/242-1676

Richard Haney, Director

Southern Illinois University
201 Pulliam Hall
Carbondale, Illinois 62901
618/549-0331

Jean Preston Muckelroy,
Special Education Liaison

AVAILABLE MODEL PROGRAMS

Forces for Change in Illinois Schools is a publication of the Illinois Office of Education in Springfield, describing the developer model programs in the State of Illinois funded under Title IV, Part C, of the Elementary and Secondary School Act. *Wings of Progress* is another I.O.E. publication which describes those programs approved for dissemination through the Illinois Diffusion Network. These booklets can be obtained by writing to:

Illinois Office of Education
Title IV ESEA Section
100 North First Street
Springfield, Illinois 62777.

AVAILABLE MODEL PROGRAMS

The Handicapped Children's Early Education Program

In 1968, the Handicapped Children's Early Education Program (HCEEP) was established under Title VI, Part C, of Public Law 91-230, better known as the Education of the Handicapped Act. Sometimes called the First Chance Network, HCEEP has grown from a relatively small program originally funded at one million dollars, to a twenty-two million dollar program, stimulating development in early education for exceptional children at local, state, and national levels. The First Chance Network is committed to serving all handicapped children from birth through the early primary school years. It provides services for mentally retarded; emotionally disturbed; speech, hearing, visually, or orthopedically impaired; multiply handicapped and other health-impaired children who have special educational needs.

More than 215 projects have been funded in five program areas: state implementation grants, early childhood research institutes, technical assistance centers, demonstration, and model outreach.

State implementation grants are designed to aid state agencies in the implementation of state plans for early childhood education for the handicapped. The research institutes are responsible for conducting investigations and evaluations of early childhood education programs on a long-term basis. Two centers, the Western States Technical Assistance Resource (WESTAR) and the Technical Assistance Development System (TADS), provide technical assistance to state implementation grants and demonstration projects through assessment of needs, program planning, consultation, and evaluation.

Demonstration projects receive grants from HCEEP to develop exemplary models for demonstration and dissemination. These model programs provide services to handicapped children and emphasize parent and family involvement in the children's education. The types of programs funded vary since a wide range of models, dealing with as many kinds of handicaps and educational settings as possible, have been encouraged to develop.

After three years of effective demonstration, model projects can apply for outreach funds — if they can guarantee continuation

without HCEEP sponsorship — from local, state, private, or other federal sources. Staff from the Bureau of Education for the Handicapped then visit the project to verify its impact.

Before the Joint Dissemination Review Panel (JDRP), composed of members of the US Office of Education and the National Institute of Education, a model project must provide hard evidence, primarily based on child progress, that it can work if replicated in another site. It must show that the changes it claims to demonstrate are due to the program itself and not to a particular teacher, particular setting, or to other factors such as the Hawthorne Effect. If the data submitted are judged by the Panel to be reliable, valid, and educationally significant, the model program becomes a model outreach project and provides assistance to other agencies who wish to duplicate or adapt its efforts. This is done by disseminating information about the particular innovation, distributing developed products, and providing training and consultation.

The *Interim HCEEP Overview and Directory* gives an individual description of all projects funded by HCEEP. If one of the descriptions seems to fit the needs of your district, more detailed information can be obtained by writing to that particular site. The *Interim HCEEP Overview and Directory* can be obtained by writing to the Western States Technical Assistance Resource (WESTAR) which serves the western United States and Illinois and Wisconsin:

Western States Technical Assistance Resource
University District Building JD-06
1107 N. E. 45th, Suite 215
Seattle, Washington 98105

AVAILABLE MODEL PROGRAMS

The National Diffusion Network

The National Diffusion Network began in 1974 when personnel from innovative educational programs funded under Title III and other title sources of the Elementary and Secondary Education Act of 1965 voted to use discretionary funds to support model projects that had begun in the districts. To disseminate information on successful innovative programs a nationwide linkage system was also set up with the same monies.

To be eligible for funding, the developer/demonstrator programs, like those of the First Chance Network, must meet the rigorous standards of the Joint Dissemination Review Panel, producing credible evidence of effectiveness and diffusion capabilities. Also like the First Chance projects, innovative National Diffusion Network projects which are successfully demonstrated for three years can receive funds to help other school districts adapt or replicate their techniques.

Responsibilities of Developer/Demonstrator Programs:

1. Produce both brief and extensive descriptions of their model for diffusion purposes.

2. Provide curriculum, training, or other materials developed by the program to adoption sites.

3. Identify components of the program which must be replicated with no alteration if the desired result is to be achieved.

4. Submit cost figures so that an interested district knows approximate costs involved before making the decision to adopt.

5. Make the final selection of schools in which adaption of a model and/or its techniques will be made.

6. Conduct training programs on-site at developer/demonstrator and adopting program.

7. Provide follow up, technical assistance, and evaluation plans to adopting sites.

To further ensure good communication between developer/demonstrators and other JDRP approved programs and local education agencies with problems, the NDN places at least one State Facilitator in each state in a local school district office.

Responsibilities of the State Facilitator:

1. Make educators in the state aware of available model programs through mass and targeted mailings, personal visits, conferences, and telephone calls.

2. Arrange for would-be adopters to visit developer/demonstrator programs, in-state or out of state, which they want to consider.

3. Use their financial resources to bring the representatives of various developer/demonstrator sites together for explanation and demonstration before large gatherings of school personnel at educational fairs, conferences, etc.

4. Conduct joint decision sessions involving all interested parties (teachers, administrators, parents, community leaders, etc.) before the decision to adopt is made.

5. Serve as consultants to developer/demonstrator and adopting sites, conducting needs assessment, providing advice on matching model to site, and arranging for training sessions.

There are many advantages to the National Diffusion Network linkage system. First, its national scope makes it possible to adapt or replicate a program developed anywhere in the country. By maintaining high standards for approval of diffusion, the adoption of ineffective programs is discouraged and the spread of educational innovation is facilitated. In a two-year period, from 1975 to 1977, over 2000 adaptions of NDN projects occurred. These projects exhibited a high degree of fidelity to the major components of their NDN model counterpart.

By taking advantage of model programs' proven techniques, not to mention their funds for diffusion, school districts are able to implement programs at only a fraction of the cost of development. For example, a program developed in Utah, at the cost of one million dollars, can be installed at a cost of about two thousand dollars per site. Further, NDN methods increase the number of teachers who can spread the innovation. The director of the Utah program just mentioned trained two teachers from New Jersey to train others in the ideas and techniques of the model program. They in turn trained 37 teams in 25 school districts in their state to use the innovation.

For information about the National Diffusion Network and its programs contact:

Shirley N. Menendez
Illinois Statewide Facilitator
Johnson-Massac Regional Office of Education
National Diffusion Network
1105 E. 5th Street
Metropolis, Illinois 62960
618/524-2664.

Projects funded by the ESEA and approved for dissemination by the National Diffusion Network are described in two publications, *Educational Programs That Work* and *Transferring Success.* Both can be obtained by writing to:

Far West Laboratory for Educational Research
and Development
1855 Folsom Street
San Francisco, California 94103.

Please send $5 pre-paid for publication

THE ILLINOIS CENTER FOR EDUCATIONAL IMPROVEMENT

The Illinois Centers for Educational Improvement were established by Title IV, Part C, of an amendment to the Elementary and Secondary School Act. The Illinois Centers for Educational Improvement help local education agencies adapt or adopt new and effective educational programs, in many areas, including special education, once the new programs are validated and given funds for diffusion. They will work with educational administrators and supervisors at every stage of the adoption process to ensure that the model is adapted to fit district needs and will also furnish technical assistance and contracted consultative services for problems when validated model programs do not meet the need.

The Illinois Centers for Educational Improvement will supplement model program funds covering start-up costs, including materials, supplies and consultative fees. They will not cover agency personnel salaries, equipment or facility modifications. Agencies are expected to bear such on-going operational costs. The Illinois Centers for Educational Improvement will help negotiate for funding and technical assistance for the adaption or adoption and will aid in the evaluation of the success of the new project.

The Illinois Centers for Educational Improvement have seven area offices which provide services to all Illinois counties. The central office, in addition to providing services, is also a clearinghouse for applications taken in the service areas for funding and technical assistance. For more information contact the center in your area.

Illinois Centers
Regions for Educational
Improvement
FY 1979

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Area Offices Which Provide Services to all Illinois Counties

Dr. Harold Beyohn
Project Director
Peoria Public Schools
3203 N. Wisconsin Ave.
Peoria, Illinois 61603
309/672-6716

Dr. Larry Chase
Project Director
N. W. Educational Cooperative
500 S. Dwyer St.
Arlington Heights, Illinois 60004
312/870-4100

Mr. Larry Goldsmith
Project Director
908 1st Ave.
Lincoln Square New Route 13
Marion, Illinois 62959
618/997-3434

Mr. Michael McCollum
Project Director
St. Clair County Educational Annex
1505 Caseyville Ave.
Belleville, Illinois 62221
618/277-4530

Mr. Jerry Maring
Project Director
North Western Illinois Association
145 Fisk Ave.
De Kalb, Illinois 60005
815/758-0636

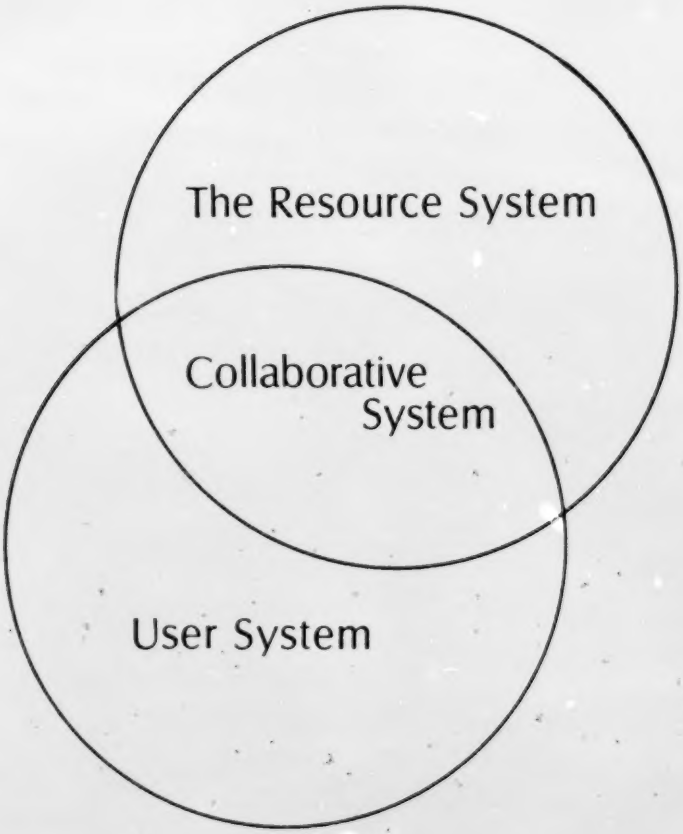
Mr. Dan Mash
Project Director
East Central Illinois Center for
Educational Improvement
240 S. Franklin St.
Decatur, Illinois 62523
217/423-3280

Mrs. Joyce Price
Acting Project Director
Center for Urban Education
Illinois Center for Educational
Improvement Chicago LINK
160 West Wendell
312/641-8340

"The Mere Existence Of Educational Innovations Does Not Guarantee Their Use."

Gene E. Hall
University of Texas at Austin

Adoption Process



THE ADOPTION PROCESS

When we consider adapting or adopting a model program, we are actually considering change. Investigators of the process of change have long been aware that knowing about a new idea is not enough to guarantee that it will be adopted. Though awareness is the first step in any change, many other factors influence the adoption or adaption process.

Since the primary purpose of this booklet is to encourage the adoption or adaption of model programs in early childhood education for the handicapped, it may be helpful to take a look at some of the theories relating to the adoption process and what educators have learned from their experiences in adapting or replicating model programs.

Havelock classified the literature on change (prior to 1973) into three perspectives.

Research, Development and Diffusion Perspective

A developer perceives a problem in a defined population and then creates, tests, and disseminates a solution to the problem.

Social Interaction Perspective

A change agent diffuses an existing innovation through a social system or group through interaction with its members.

Problem Solver Perspective

A group identifies their own problem and selects an appropriate innovation as a solution.

The Concept of Linkage

Havelock proposed the concept of "linkage" as a synthesis of these three perspectives. Linkage involves the establishing of collaborative relationships between organizations and external resources in which the use of a specific innovation may or may not be involved. Instead, the focus is on the development of problem-solving skills in the organization, bringing about changes in structure and communication patterns.

The Concerns-Based Adoption Model

Hall proposes an eclectic theory of change that combines elements of all four of the above perspectives and is based on a series of concerns an individual facing change may have about himself, the tasks involved in the change, and the impact the change may have on others. Hall's Concerns-Based Adoption Model assumes that a particular innovation has been selected for adoption, which he defines as "a complex process of trial use, installation, and institutionalization." He focuses on collaboration between the adopter and the external resource or change agency. This resource nurtures the problem-solving capabilities of the adopter, as the power to use the innovation is transferred from the resource or change agency to the user. Thus two systems, a user system and a resource system, interact during the adoption process to create a third, temporary system, the collaborative adoption system.

An Example of Hall's Theory in Action

The National Diffusion Network, a communication system established by the US Office of Education to spread the use of educational innovations, is an example of how Hall's theory functions in reality. A user system, such as a local school, becomes aware of an innovation and forms a working relationship or collaborative system with the resource system, in this case the NDN. The resource system anticipates and helps to resolve the concerns the user system has about: 1) the effect the change will have on the user system itself; 2) the impact the change will have on others; 3) the tasks necessary to obtain the power to use the innovation.

The User System

The user system is aware of its own institutional needs, capabilities, and problems and has reached a decision to adopt a specific innovation which is perceived as a solution to its problems. The user system has full knowledge of the resources available to it and is willing to commit financial, human, and environmental resources to achieve the adoption of the innovation.

Initially the user system is in a receptive stage, seeking information, support, consultation, and intervention from the resource system. However, as time goes on the user system becomes more knowledgeable, powerful, and independent.

The Resource System

The resource system has the capability to aid adopters of innovations. The resource system possesses knowledge about the innovation, experience with its use, and a repertoire of materials, strategies, change agents, and consultants. In addition the resource system is skilled in the change process.

The Collaborative System

The collaborative system is formed by the joint activity of the resource and user systems. Channels of communication are formed – which may be temporary – providing for continual reciprocal feedback between the two systems as the user system analyzes its needs, identifies its concerns, and analyzes the current use of the innovation. The resource system intervenes to alleviate needs,

resolve concerns, and facilitate and accelerate the adoption of the innovation.

THE ADOPTION PROCESS

Below is an outline of the adoption process which resulted from the National Diffusion Network's experience in "transferring success" from innovative models to adopting sites.

Steps in the Adoption Process

I. Awareness.

The adopting site learns about the innovation.

II. Matchmaking.

The adopting site, alone or together with its resource system, explores the "fit" between the qualities and characteristics of the model and its own needs, goals, capabilities, and interests.

III. Joint Decision Making.

The adopting site makes the commitment to a specific model, involving all interested parties — such as teachers, parents, board members, community representatives, administrators, and support personnel — in the decision.

IV. Training.

The adopting site prepares for use of the innovation with assistance from the resource agent including training in the philosophy and process underlying the program, program content, and program management.

V. Institutionalization.

The innovation is stabilized and tailored to the community. Financial commitment for continued long-range support is received.

THE ADOPTION PROCESS

In 1973, the US Office of Education selected the Rand Corporation to conduct a study of four federally sponsored programs designed to encourage educational change in the public schools by funding the costs of model programs for a trial period. The Rand study was made in hopes of improving the ways that policies are made and put into practice by describing how the adoption process operates for model programs and attempting to determine what factors affect their outcomes.

The implementation stage of the innovation adoption process is emphasized by the Rand study, which would roughly fit between Steps IV and V in the NDN's view of the process. Implementation occurs when "the model program selected by the local educational agency confronts the reality of its institutional setting and is translated into practice."

The Rand study found that implementation must be characterized by "mutual adaptation," which results in both a change in the model being adopted to fit local needs and conditions and in changes in organizational relationships between staff, teachers, and students.

The innovative programs most likely to be implemented, according to Rand, were ones that:

1) were seen as solutions to a local school's problem or as meeting the local needs of a district rather than simply as taking advantage of the availability of external funding,

2) used effective implementation strategies such as on-line planning, practical staff training keyed to local settings, and local development of materials;

3) replaced existing educational practices rather than supplemented existing curriculum;

4) involved a "critical mass" of the staff in working on the project so that there was little risk the innovation would become too isolated;

5) were implemented in receptive institutional settings; and

6) were characterized by consonance between the values and goals of the project and those of the adopting staff and local district.

In its 1977 evaluation of the National Diffusion Network, the US Office of Education's consultants at Stanford Research Institute found that the high degree of adopter satisfaction among users of NDN programs existed in part because of the fact that districts tended to adopt programs that were in general agreement

with their current educational philosophy and not radical departures from the school system's existing operation. Costs for additional resources necessary to implement the adoptions were also kept at a minimum for this reason.

Successful adoptions were further characterized by gradual and cumulative installation, involving a systematic phase-in strategy and a realistic estimate of the time lines involved in full-scale implementation.

SUGGESTED QUESTIONS TO ASK ABOUT PARTICULAR MODELS

Selecting a particular model for adaption or replication can be a confusing process. In making the decision to adapt or adopt, it may be helpful to consider the following questions when examining descriptions of model programs in the area of early childhood education for the handicapped or other innovative programs.

1. What are the accomplishments of the model program? Are these in line with the goals and needs of your district?

2. Did the developer of the model program follow an appropriate strategy?

3. Are the data reported by the program credible? Are techniques for gathering data valid and reliable? Does the information provided by the program about its accomplishments support its claims? Are statistical assumptions met?

4. Do test results reported by the model relate to behavioral events? How do these test results relate to those of your operation?

5. Who took the measurements and performed the analyses? Were evaluators of the model objective?

6. Is the philosophy underlying the model program congruent with the values and goals of your operation? Is its approach acceptable morally and ethically?

7. What are the reasons for adopting or adapting this particular model? Is it seen as a solution to a problem, a program that will

meet the needs of your district? As previously mentioned, the Rand study of federally funded innovative projects showed that the motivation to adopt a program is significantly related to its successful adoption. Effective implementation and incorporation resulted only when an innovation was adopted in response to a defined need or problem. Those begun in order to take advantage of available external funding tended not to persist.

8. Does the decision to adopt the model have the support of all those involved – administrators, teachers, principals, support personnel, superintendents, and parents? Research indicates that implementation is more successful when all interested parties have a share in the decision. If the institutional setting is receptive, teacher morale is high, principals and district administrators are supportive, and teachers are willing to make extra efforts, the chances for success of the adoption will be greatly enhanced.

9. Does the model project have the support of the community? Local commitment to the project must be demanded from the outset if the innovation is to be incorporated and continue, so that the end of federal support does not mean the end of the program. The Rand study advises that the success and suitability of an innovation depend primarily on local conditions. Federal money should be used sparingly to encourage trial, but plans must be made for phasing in local monies or support from other sources.

10. How congruent is the innovation with present organizational structure, present and possible job functions and skills?

11. Will additional staff be needed to implement the innovative project? What qualifications should they possess? Will reorganization of present staff be required?

12. Will the innovation involve a large part of the total staff in your operation or only a few individuals? When the adoption involves a "critical mass" of the staff in the project, it is more likely to survive.

13. Who will be responsible for implementation?

14. How much will it cost to implement the program? What are the initial and recurring costs? What financial assistance is available from the model program and other sources and what costs must your operation bear?

15. What equipment, supplies, and materials will it be necessary to obtain to implement the model program?

16. Does the innovative program approximate as closely as possible early childhood education programs for non-handicapped preschoolers?

17. Does the model program provide for parent involvement in the educational programs of handicapped preschoolers?

18. Does the model program provide frequent follow-up, personal contact by resource staff or intermediate facilitators? Are there opportunities for visits to the model program to see it in action? Research on NDN has shown that awareness of opportunities for change is necessary, but not sufficient to lead to their adoption. NDN places a great deal of emphasis on personal contact between adopter and model program staff or a facilitator/trainer who has intimate knowledge of the model program and the innovation adoption process. On-site visits to the model project by the adopters is very important. There seems to be some evidence that contact between peers, i.e., teacher-teacher, administrator-administrator, results in more effective adoptions.

19. Does the model program provide adequate training in program management as well as program content?

20. Is a good plan provided by the model program for evaluation of the adopter's new program?

21. Will the model program be implemented in a short period or will it require long range plans? Long range programs, of course, are more difficult to implement, but properly made can have far reaching effects.

PUBLICATIONS WHICH CAN HELP

The following bibliography is a list of the publications used in the preparation of this brochure which may also be of help in adapting or adopting model programs in the area of early childhood education for the handicapped. Most of them are available in hard copy and on microfiche in the ERIC collections which are located in libraries around the country. Individual microfiche may be purchased from:

ERIC Document Reproduction Service
Computer Microfilm International Corporation
Post Office Box 190
Arlington, Virginia 22210.

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The Illinois Office of Education is aware of the local school districts' deep commitment to providing quality education to all the children they serve. Model programs and innovative practices now available in the area of early childhood education for the handicapped can aid your district in its efforts to maintain and improve services to exceptional preschoolers from birth. It is hoped that the material presented in this booklet will facilitate the process of adopting or adapting a model program or its components to fit the needs of your district.

Quality programs
make
education possible
for
exceptional preschoolers